

## **End of Year Assessment Report for Programs**

Program: Worship Arts

Semester/year: Spring 2018

Contact Person: Paul Sunderland

Submission date: May 23, 2018

### **Program Mission Statement**

The mission of the BA degree program in Worship Arts is to prepare undergraduate students to develop skills in planning and leading music for a corporate worship setting. By providing excellent undergraduate instruction and the ability to integrate musicianship, collaboration, and pastoral care, the program strives to graduate students who are skilled in the field of worship ministry and able to think critically. This mission aligns with the institutional and college missions of empowering undergraduate students for lives of character and service through a transforming Christ-centered education.

### **Program Objectives**

At the close of their degree, students should be able to:

1. Musicianship: To demonstrate the ability to create music that integrates a mastery of technique, musicality, and mature expression.
2. Collaboration: Demonstrate the ability to collaborate, determining the ideal skills of others to be used in a group setting for musical worship.
3. Pastoral Skill: To become a pastoral musician, whereby you integrate pastoral and musical skills. Pastoral skills reflect someone who is theologically informed as demonstrated in the design and leadership of a variety of worship planning scenarios, including the matic, lectionary-based, and charismatic worship settings. Musical skills are utilized for the sake of facilitating various congregational liturgies, rather than showing off personal musician skills.

\*See 'Worship Arts Program Objective Rubric' at the bottom of this document for further details. The WA Program Objective rubrics will be integrated in the WA senior recital syllabus/grade, as well as the MUSG405 Internship course. The completion of all WA senior recitals and internships will be reported in the annual WA assessment forms each May.

### **Assessment Methods and Benchmarks – SPRING SEMESTER**

Program Objective	Introducing	Developing	Mastering
PO1. Musicianship	MUAP102 CO1 <i>Exam</i>	MUTH305 CO1 <i>Final Exam</i>	MUAP411G CO2 <i>Not taught this semester</i>
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO2. Collaboration	MUEN144 CO3 <i>Chapel/Vespers</i>	MUTH306 CO3 <i>Group Project</i>	MUSG418 CO3 <i>Worship Planning</i>
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO3. Pastoral Musician Skills	MUSG164 CO1 <i>Church Visit Review</i>	MUSG302CO1 <i>Not taught this semester</i>	MUSG418 CO2 <i>Worship Leading activity</i>
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

### Assessment Findings – SPRING SEMESTER

**PO1.**

- A. Introducing: MUAP102 CO1 Exams – Exams 1-3 in MUAP102 addresses PO1 (Musicianship) at the Introductory level by providing instructions and assessment to assure that students can play all one octave major and minor scales and arpeggios. On the scales and arpeggios assessment, 3 of 3 students (100%) met the objective with a score of 70% or better.
- B. Developmental: MUTH306 CO1 Final Exam – The final exam in MUTH306 addresses PO1 (Musicianship) at the Developmental level by providing continued instruction in scales, chord structure and chord progressions useful for commercial music application. On the scales, chord structure and chord progression assessment, 4 out of 6 students (67%) met the objective with a score of 70% or better.
- C. MUAP411G CO2 Not taught this semester.

**PO2.**

- A. Introducing: MUEN144 CO3 Chapel/Vespers – The chapel/vespers graded assignment in MUEN144 addresses PO2 (Collaboration) at the Introductory level by providing basic instruction and experience of leading worship in chapel or vespers with other students under the supervision of a faculty member. On the chapel/vespers assignment, 28 out of 28 students (100%) met the objective with a score of 70% or better.
- B. Developmental: MUTH306 CO3 Group Project – – The Cover Music Group Project in MUTH306 addresses PO2 (Collaboration) at the Developmental level by providing a rubric with graded standards for students to work on in their collaborative projects. On the Cover Music Group Project, 5 out of 6 students (83%) met the objective with a score of 70% or better.

- C. Mastery: MUSG418 CO3 Worship Planning – – The worship planning graded activity in MUSG418 addresses PO2 (Collaboration) at the Mastery level by providing guidelines on planning worship for the student’s senior recital. On the planning worship assignment, 1 out of 1 students (100%) met the objective with a score of 70% or better.

PO3.

- A. Introducing: MUSG165 CO1 Church Visit Review – The church visit assignment in MUSG165 addresses PO3 (Pastoral Musician) at the Introductory level by providing instruction on how to evaluate the content and structure of a worship service. On the church visit review assignment, 5 out of 6 students (83%) met the objective with a score of 70% or better.
- B. Developmental: MUSG302 CO1 Not taught this semester.
- C. MUSG418 CO2 Worship Leading activity – The worship leading graded activity in MUSG418 addresses PO3 (Pastoral Musician) at the Mastery level by providing guidelines on leading worship at the student senior recital. On the worship leading assignment, 1 out of 1 students (100%) met the objective with a score of 70% or better.

### **Analysis of Assessment Findings – SPRING SEMESTER**

To begin with the Class Piano courses (MUAP101 and 102) have seen great improvements this year with the new addition of Dr. Grace Choi as our piano instructor. Dr. Choi consistently receives positive comments from WA majors in regard to her teaching methods. Additionally, Dr. Choi implements commercial keyboard application to all of her group teaching courses. Students are performing at a higher level this year as a result of taking her MUAP101 and MUAP102 courses.

The music dept. Senior Surveys were helpful in assessing the WA program. This year, we had 3 senior worship arts students who all participated in the senior survey. For the question addressing the development of effective musician skills (WAPO1), two students responded “extremely well (66%) and one student responded “very well” (33%). While there were no further comments offered, this is a positive response overall. PO1 addresses musicianship, which is developed through a variety of courses in the worship arts program, including music theory, ear training, applied lessons, conducting, and ensembles. For the question addressing collaboration (WAPO2), all three students responded “extremely well” (100%). Again, while no further comments were made, this is an ideal response. Over the course of the past couple of years, there has been an intentional increase in collaborative projects in several worship arts courses. For the question on pastoral musicianship (WAPO3) all three students responded “extremely well” (100%). Again, while no further comments were offered, this is an ideal response from our senior worship arts majors. Pastoral musicianship is developed throughout several courses and is a core value in the worship arts ensembles.

There was only one comment offered in the senior surveys addressing what students would like to see modified. Here is that comment: *“Provide hands-on experience with ProPresenter Provide hands-on experience with Planning Center Provide hands-on experience with Multitracks, etc. Generally more hands-on experience to supplement the already stellar classroom experience.”* While this comment is not directly related to any

of the three program objectives, it is helpful to hear as it relates to technology training in the field of worship arts. This comment affirms some action already intended to be applied next year in the further development of training students to learn and integrate technology as worship leaders. Specifically, there will be new training provided on ProPresenter and Planning Center in the MUSG164 course in the Fall of 2018. There are also plans to integrate multitracks (software-based music) into Pursuit this coming Fall of 2018, giving students the opportunity to learn and practice technology in a worship arts ensemble.

MUTH306 received a mixed response in the student evaluations. Some students affirmed the practical application that is a core value for the Commercial Theory courses. Other students responded negatively to the lack of new material in MUTH306. Students, in general are not as strong with music theory in the past year or two. This comes from a variety of reasons, mainly entrance to college without a background in theory. In terms of addressing a weakness, it is time this coming year to restructure MUTH305 and MUTH306 to spread out the learning topics over both courses, giving students the sense that we are continually learning, yet at a slower pace of new material. Students need to consistently complete MUTH305 or MUTH306 with a strong foundation in music theory that can be applied to the music they create.

As for the worship arts ensembles, student evaluations were positive overall. One comment stated that the ensemble is intellectually stimulating, making them think of worship in different ways. Another couple of comments affirmed the time of devotions as a way of helping to connect what we do with putting meaning into it. Several other comments stated the value of our all-Pursuit collective meetings. All of these comments address WAPO2 (Collaboration) and WAPO3 (Pastoral musicianship) quite well. One area of growth that must be addressed is diversity in worship. This is no small feat, and never involves a quick-fix, when it comes to musical worship. This coming year, we will wrestle with what it means to integrate more aspects of African-American worship, as well as more aspects of traditional or liturgical worship.

#### **Impact of program changes in the last several years on student learning:**

Over the past two years, a shift has been made in several WA courses to assign group projects and writing assignments to replace some testing. I have learned the value of assessment through writing assignments and activity-based practicum groups in my own doctoral studies, which I have worked to implement in my own teaching. High quality learning and its proper evaluation can take place through projects and writing assignments, as well as tests. While testing will always remain in classes, there needs to be a variety of measurements for learning. Relying too heavily upon test-taking can undermine the measurement of true growth that takes place in many of our students. With the use of rubrics, group projects and writing assignments should represent a fair amount of the assessment in the WA program courses.

#### **Recent changes and improvements in the program that resulted from previous assessment efforts.**

The Spring 2018 semester was the first time I used rubrics for group projects (MUSG165, MUTH306). In general, the quality of group work got slightly better, although not as significant as expected. I plan to continue using rubrics, and even developing more of them, as a means of class project guidance and evaluation (MUSG164, MUTH305, MUSG302 in the Fall of 2018).

### **Sharing and Discussion of Assessment Findings – SPRING SEMESTER**

### **Method of sharing assessment and implementing improvements**

Weekly music department faculty meetings are an excellent source of communication for shared evaluations, program changes and approvals, and degree program updates and feedback. Beyond weekly dept. meetings, I also rely upon email and in-person conversations with related faculty members to the WA degree program. Specifically, syllabus criteria is shared via email. When music department senior surveys are collected, we work through them as a department to have conversation about the given results. The senior survey is an excellent tool for input from students that helps us to evaluate particular courses, as well as the WA degree program in general.

Faculty input is continually integrated into current course syllabi updates. Annual data that is gathered in the late spring semester is analyzed, reported and used by Paul Sunderland to modify next year courses and programming. Those changes are also reported in the following year annual assessment reports.

### **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER**

#### **Changes in the program**

Last year's most substantial action plan involved the development and approval of the WA degree plan revision. As of the Spring of 2018, this goal has been accomplished. The revised WA degree plan will be implemented in the Fall of 2018. Changes in the degree plan come as a result of personal observation within courses and WA graduates' feedback, as well as multiple music dept. faculty meeting discussions. One of the primary goals of the changed degree plan is to reduce the overall credit requirements from 59 to 49 credits, in an attempt to encourage more WA majors to double major in a related discipline. The reality is that many worship arts majors graduate and find work in a smaller or medium size church that demands multiple skills, such as worship leading, digital media, audio engineering, or even business skills. We must offer a WA degree plan to allow (and encourage) students to complete a double major within four years!

One of the challenges in reducing the degree plan size for the WA degree plan was to keep the integrity of the overall program, while reducing the number of required courses. The end result was a revised WA degree plan that now offers two tracks or emphasis; 1) Pastoral Musician, 2) Music Director. Both degree tracks require 49 credits, and a shared list of foundational required courses. While the differences in the tracks are minimum, it is important to recognize the ability to attract and train students with different career priorities. The pastoral musician is essentially for a WA major who intends to lead corporate worship in a way that integrates pastoral care skills through congregational music. The music director track is essentially for a WA major who wishes to focus on music leadership or technical media application to the area of worship arts. The differences come down to applied music and music ensemble requirements, and senior recital requirements. The following courses have been removed in the new degree plan requirements: Class Piano III and IV, Foundations of Leading Worship II, Ministry and Philosophy of Worship, Music History II, and practicum. The new WA degree plan also now requires all majors to take Intro to Music Tech and Faith, Music, and Culture Senior Seminar (writing intensive requirement). Overall, the new degree plan offers a more balanced approach to training students in the areas of music, ministry/theology, and tech skills.

The pastoral musician track includes a new course, Music for Multicultural Worship [MUSG304], that will be offered during Interterm of 2019. This new course meets the Global Foundations criteria, with the goal of attracting non-music majors to take the course.

Additionally, there have been some minor improvements, as a result of last semester's action plan implementation (Fall 2017). Some of those improvements include three updated textbooks over the course of this past 2017/2018 school year, multiple rubrics that were implemented in spring semester courses (MUTH306, MUSG165), and the continued practice of devotions as a part of each WA ensemble rehearsal (including a devotions textbook). The textbook update goal is one that will always remain a priority. This coming Fall of 2018, a new textbook will be implemented (MUSG164). It is also a goal to implement a rubric for at least one learning activity in each course I will teach in the 2018/2019 school calendar. Finally, devotions will continue to be a valued practice for each and every WA ensemble rehearsal.

**TIMELINE:**

May 2018: New WA program objectives rubrics (3), to be evaluated in May 2019.

August 2018: MUSG164 Course Survey. Edited from last year in order to address the WA program objectives (musicianship, collaboration, pastoral musicianship).

November 2018: Collect WA Fall senior surveys (music dept. document).

December 2018: Collect Falls course grades/evaluations.

January 2019: Analyze Fall course data. Provide a written reflection.

April 2018: Collect WA senior surveys. Analyze data to be included in the May WA program assessment document.

April 2018: Conduct WA accompaniment jury to any 4<sup>th</sup> semester WA students. Include jury results in the May WA assessment.

May 2018: Written WA program assessment document completed.

**Full Year Reflection – FALL/INTERTERM/SPRING TERMS**

The assessment report for the Spring of 2017 suggested some measures of assessment that will be modified. Previously, a summer committee meeting was listed, which will not continue. The reality is that the WA degree assessment is to unrelated to the actual involvement of any faculty members from the Religion/Philosophy department. In the future, related faculty to the WA degree program will be regularly inquired, yet no particular assessment meeting will be done.

In addition, a MUSG164 course survey was done in the Fall of 2017, yet the content was not ideal for measuring student growth. The MUSG164 will continue, but will be re-written for the Fall of 2018 course. The new survey will address issues related to the three WA program objectives.

As of the Spring 2018 semester, a rubric has been designed to evaluate the 3 program objectives. This tool will be implemented in the Senior Recital course, and the Internship program. Evaluations will be reported each May in the annual assessment findings.

An accompaniment jury will be implemented in the Fall of 2018 as a means of evaluating all WA student's ability to accompany worship songs on piano or guitar. A rubric and detailed explanation will be developed over the summer of 2018.

**Action based on past assessment**

Response to my Fall 2017 assessment has been done, including the development of rubrics, implementing devotions to WA ensemble rehearsals, and updated textbooks. The WA timeline is being restructured, and adapted from last year's assessment timeline. (see prior section for new timeline)

### Supporting Documents

See below for the newly developed program objectives rubrics.

## Worship Arts Program Objectives Rubrics

*The following rubrics identifies the nature and quality of work expected of students in regard to the three objectives for the Worship Arts degree plan.*

**Objectives:** *Qualities and competencies expected in graduates from this program.*

At the close of their degree students should be able to:

1. **Musicianship:** To demonstrate the ability to create music that integrates a mastery of technique and musicality.
2. **Collaboration:** Demonstrate the ability to collaborate, determining the ideal skills of others to be used in a group setting for musical worship.
3. **Pastoral Skill:** To become a pastoral musician, whereby you integrate pastoral and musical skills. Pastoral skills reflect someone who is theologically informed as demonstrated in the design and leadership of a variety of worship planning scenarios, including thematic, lectionary-based, and charismatic worship settings. Musical skills are utilized for the sake of facilitating various congregational liturgies, rather than showing off personal musician skills.

### OBJECTIVE #1: MUSICIANSHIP

Category	Insufficient	Good	Excellent	Superior
<b>TECHNIQUE</b>				
Chords/Scales	Demonstrates insufficient skills and understanding of chords and scales	Demonstrates good skills and understanding of chords and scales	Demonstrates excellent skills and understanding of chords and scales	Demonstrates superior skills and understanding of chords and scales
Tempo/Rhythm	Demonstrates insufficient skills and understanding of tempo and rhythm	Demonstrates good skills and understanding of tempo and rhythm	Demonstrates excellent skills and understanding of tempo and rhythm	Demonstrates superior skills and understanding of tempo and rhythm
Instrumental Technique (including voice)	Demonstrates insufficient skills of instrumental technique	Demonstrates good skills of instrumental technique	Demonstrates excellent skills of instrumental technique	Demonstrates superior skills of instrumental technique
<b>MUSICALITY</b>				
Phrasing and dynamamics	Demonstrates insufficient skills of musical phrasing and dynamics	Demonstrates good skills of musical phrasing and dynamics	Demonstrates excellent skills of musical phrasing and dynamics	Demonstrates superior skills of musical phrasing and dynamics
Accompaniment Skills	Demonstrates insufficient accompaniment skills	Demonstrates good accompaniment skills	Demonstrates excellent accompaniment skills	Demonstrates superior accompaniment skills
Musical Style	Demonstrates insufficient skills and understanding of musical styles	Demonstrates good skills and understanding of musical styles	Demonstrates excellent skills and understanding of musical styles	Demonstrates superior skills and understanding of musical styles

**OBJECTIVE #2: COLLABORATION**

Created by the Office of Assessment May 2018



Category	Insufficient	Good	Excellent	Superior
Work Well with Others	Demonstrates insufficient skills and understanding in working with others	Demonstrates good skills and understanding in working with others	Demonstrates excellent skills and understanding in working with others	Demonstrates superior skills and understanding in working with others
Leadership	Demonstrates insufficient skills and understanding in leadership	Demonstrates good skills and understanding in leadership	Demonstrates excellent skills and understanding in leadership	Demonstrates superior skills and understanding in leadership
Organizational Skills	Demonstrates insufficient organization skills	Demonstrates good organization skills	Demonstrates excellent organization skills	Demonstrates superior organization skills
Planning/Design	Demonstrates insufficient planning/design skills	Demonstrates good planning/design skills	Demonstrates excellent planning/design skills	Demonstrates superior planning/design skills

### OBJECTIVE #3: PASTORAL SKILL

Category	Insufficient	Good	Excellent	Superior
Theologically Informed	Demonstrates insufficient skills in being theologically informed	Demonstrates good skills in being theologically informed	Demonstrates excellent skills in being theologically informed	Demonstrates superior skills in being theologically informed
Worship Planning	Demonstrates insufficient skills and understanding in worship planning	Demonstrates good skills and understanding in worship planning	Demonstrates excellent skills and understanding in worship planning	Demonstrates superior skills and understanding in worship planning
Song Choices	Demonstrates insufficient skills and understanding in song choices	Demonstrates good skills and understanding in song choices	Demonstrates excellent skills and understanding in song choices	Demonstrates superior skills and understanding in song choices
Liturgical Music Application	Demonstrates insufficient skills and understanding in liturgical music application	Demonstrates good skills and understanding in liturgical music application	Demonstrates excellent skills and understanding in liturgical music application	Demonstrates superior skills and understanding in liturgical music application

### **Assessment Application / Reporting**

The rubrics (listed above) will be integrated in the WA senior recital syllabus/grade, as well as the MUSG405 Internship course. The completion of all WA senior recitals and internships will be reported in the annual WA assessment forms each May.